

Exploring Expository Text

Lesson Preparation

Daily Lesson 9	READING	
	TEKS E1.Fig19A, B E1.8A E1.9A, B, C, D	Ongoing TEKS E1.24A, C E1.26A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Readers create connections to make text personally relevant and useful. <p>— How does making connections to a text impact understanding?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Conclusion Synthesize 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Slide presentations from Daily Lesson 8 Chart paper 	
Attachments and Resources		
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Determine how all students will efficiently display their slide presentations to their group. It may be necessary for students to provide a printed copy for the group. Select a second expository text related to the same event of the expository text used in Daily lesson 08. Create a second short presentation for this second text. Prepare to model synthesizing the ideas between the two presentation's ideas and drawing a conclusion about the information. 	
Background Information	<p>Drawing conclusions – a form of inference in which the reader gathers information, considers the general thoughts or ideas that emerge from the information, and comes to a decision. The conclusion is generally based on more than one piece of information.</p> <p>Steps in synthesis:</p> <ul style="list-style-type: none"> Identify similar/related information from multiple texts on the same topic Draw conclusions about the connections/ relationships between ideas and details Explain the how the connections affected each viewpoint Support with textual evidence <p>This Instructional Routine partially assesses Performance Indicator: <i>"After reading an expository text about a specific current event, prepare a</i></p>	

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	<i>visual representation (e.g., slide presentation) to summarize key ideas. In small groups focused on the same event, present the information and synthesize the ideas between the texts. Draw a conclusion about the event and use the writing process to individually write an analytical essay using textual evidence to support understanding."</i>
Teacher Notes	If each current event was labeled with a different color as suggested in Daily Lesson 7, grouping the students by current event (step four of Mini Lesson) will be easy.

Instructional Routines

Daily Lesson 9	READING
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective:</u> Students synthesize key ideas and draw a conclusion from expository texts about the same current event.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Allow time, if needed, for students to complete their presentations. 2. Review with students the presentation you created for Daily Lesson 08 that summarizes key ideas of an expository text. Display your second presentation which summarizes key ideas of a second expository text covering the same event. Ask: How are the ideas in the texts connected? Discuss responses. Ask: How do these connections affect each viewpoint? Discuss responses. Ask: What conclusion can be drawn about the topic based on these connections? Discuss responses. 3. Explain to students that they will be presenting their presentations to their groups. Discuss the importance of listening attentively and taking notes in the Reader's Notebook so that they will be able to synthesize the information and draw a conclusion about the current event. 4. Group students by the current event topics of the expository texts.
Learning Applications	<ol style="list-style-type: none"> 1. Students present their presentations. 2. Students discuss and synthesize the information. Individually, students draw a conclusion about the current event, recording the information in the Reader's Notebook.
Closure	<ol style="list-style-type: none"> 1. Students share their conclusions with the group.